

## VIRGINIA OFFERS HIGHEST TYPE

(Continued From First Page.)

Our splendid mental and spiritual inheritance from the men of old. At the outset, some may be inclined to question the very existence of a Virginia type of education, on the ground that the domain of scholarship, like Pook's Enchanted Land, is "out of space, out of time." Certainly, the content and spirit of the classics is the same whether studied under the Bear or under the Southern Cross, whether near to the book-shops of the South or in far-off "Utopia or Ilorda." And whether the higher mathematics be studied in an English or German university, in a French or American technical school, the principles and application will be the same.

And even in the domain of the sciences and of historical and sociological studies, where such great advance has been made in recent time, the value of education is not a matter of locality. Although certain institutions have become famous through the investigations and discoveries of certain leaders of thought and inquiry, and through the special advance in scientific knowledge attained therein, yet each special contribution is so speedily absorbed in the sum total of scientific knowledge and progress that the local significance is soon forgotten.

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The academy life is divided into three periods of four years each, consisting of the Academic, Preparatory and Primary departments. The Academic Department grants a diploma to pupils satisfactorily completing the courses in English, mathematics, sciences, classics and modern languages. Terms, \$100 per annum. Catalogue free on request. Address: HOLY CROSS ACADEMY, 1800 Massachusetts Avenue, N. W., Washington, D. C.

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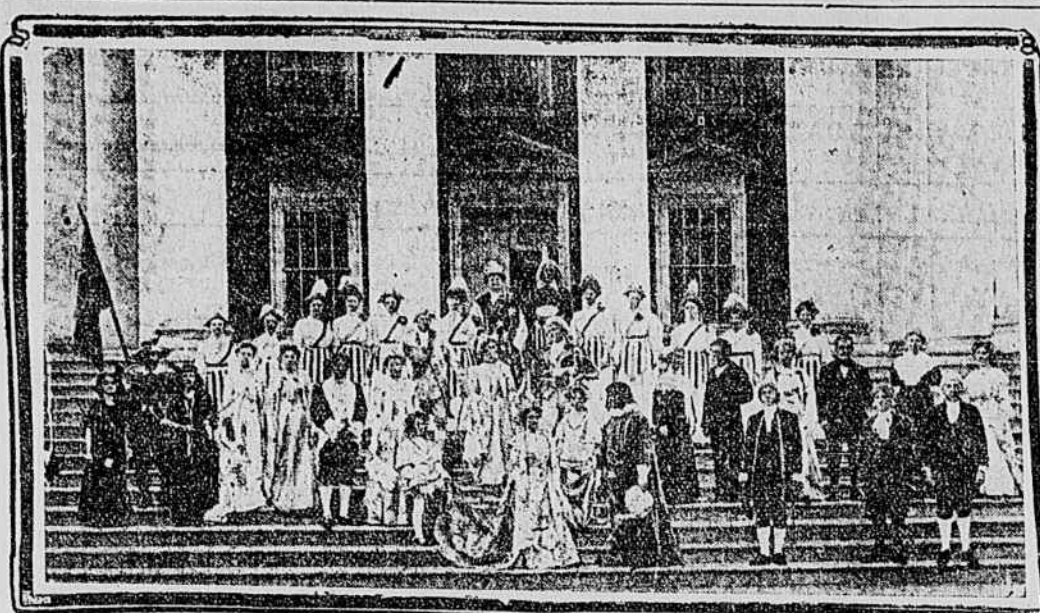
### The Bingham School

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## University of Virginia Views and Summer School Students



FOURTH OF JULY PAGEANT AT UNIVERSITY SUMMER SCHOOL.



CLASS IN SCHOOL GARDENING.

Science is soon forgotten. Knowledge of radium is not a special possession of the French, nor is the Kinetic theory of gases or the atomic theory of electricity a special possession of the Americans or the English. The German biologist, the French chemist, the Italian historian, the English physicist and the American sociologist, all contribute to a fund of knowledge and theory that becomes the common property of worldwide agencies of education.

Thus one might be inclined to doubt the existence of a special type of education. Certainly, no one can doubt that the man of the highest education with ideal training would be a cosmopolitan in the broadest sense. When we shall emerge into the full glow of the pure white light of knowledge and attainment, we shall be free from the "broken lights" and the prismatic colors of our present partial knowledge. At present, however, we have reached no such ideal state. All of our agencies of education are touched with something of local color, all our light of knowledge is still in process of synthesis, all our culture and training partakes of the local or national. Education still speaks in the accents and language of some special patois, and the time is yet far distant when it shall use a universal language of cosmopolitan intent.

In many instances this truth is generally recognized in its broader application. In general terms, one speaks of the social type of the English University, the monastic type of the German University, and the practical type of the American University. Each nation tends to develop a special type of education. Where England demands the scholar, and America demands the gentleman, Germany demands the scholar, and America demands the gentleman. Each nation tends to develop a special type of education. Where England demands the scholar, and America demands the gentleman, Germany demands the scholar, and America demands the gentleman.

In America itself we find that each of our great institutions tends to develop some special type of man. Our colleges have many things in common, but each has something specific and individual.

The Virginia type.

Is it not true, then, that as there are special characteristics of national systems and of individual institutions, so there may be a special type that characterizes Virginia education? May we not reasonably search for the quality which constitute the Virginia type of education, and may we not make a tentative estimate of the value of this type?

Virginia has been the home of conservatism in America, and this fact has been due to three elements of thought and civilization. Perhaps no argument is necessary to prove that three of the abiding qualities of the Virginia people have been loyalty, courage and faith. From these three characteristics of Virginia civilization have been naturally evolved three qualities that characterize our education. The Virginia spirit of loyalty is closely connected with the educational system of classicism. The Virginia spirit of courage has resulted in optimism, and the spirit of faith has tinged all our education with idealism.

Classicism.

A sturdy belief in the established methods and laws, a profound trust in the value of "the long result of time," and a stern demand for rigid training in the established principles of life and conduct, has been characteristic of the Virginians from the early days. Their loyalty has been given to tried principles, and as between two systems, they have been faithful to the status quo until the logic of events made another choice imperative.

Just as the Virginia Cavaliers became rebels only when the principles of right and justice overweighed the principle of loyalty; just as the Virginians of a later day took up arms only when the principles of constitutional rights and sanctity of the home were invaded; so the Virginians of today hold firmly and loyally to those principles of training and ideals of education tested and proved by the experience of two thousand years.

So the Virginia student was trained in the lore of the ancients and in the thought of the classic writers, and he learned respect for authority and a reverence for the content and outlook of classic thought. In the past there has been little straying off after strange gods, but an insistence on a thorough mastery of the recognized leaders of thought, and an expression of sympathy and thought. Seldom have new ideas had their first or highest expression in Virginia, but nowhere have the noble principles of thought and conduct found more adequate expression in action and in life.

Hence it is that Virginia education, founded on classic methods, has brought little of original contribution as a result of college training. The effect of this training has been shown rather in a higher type of life, a higher ideal of personal conduct, and a higher range of sympathy and thought. Seldom have new ideas had their first or highest expression in Virginia, but nowhere have the noble principles of thought and conduct found more adequate expression in action and in life.

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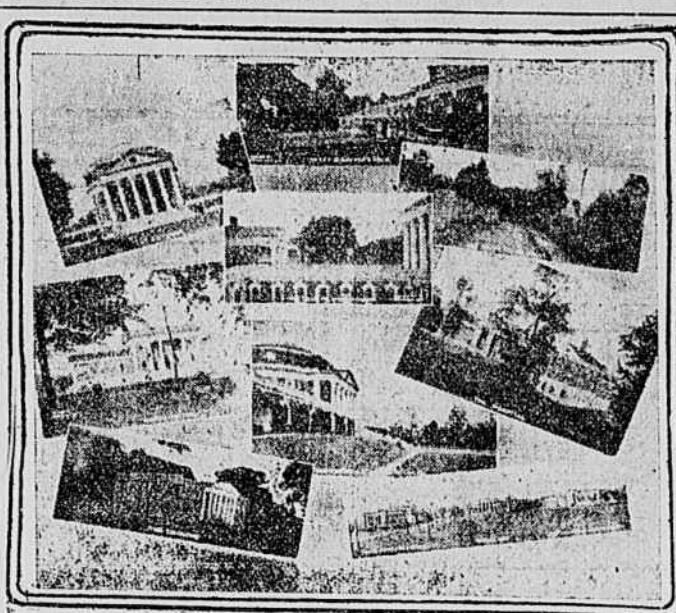
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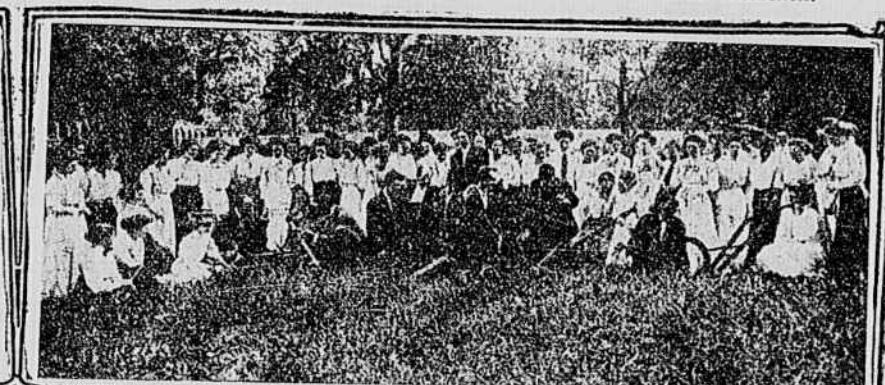
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VIEWS OF THE UNIVERSITY OF VIRGINIA.



A practical lesson with farm machinery, presence of the great mysteries.

Idealism.

The third characteristic of Virginia education has been, and is still, its quality of idealism that has so far kept it free from mere commercialism.

From the beginning, a part of the English inheritance of the Virginian has been his belief in education as an end in itself, as adding a real something to the character and value of a man. Education in the Old Dominion has not been sought as a means of livelihood but as a preparation for life in the larger sense. The education of the Virginia gentleman was carried to the end of being rather than of doing, and it is only in these latter days that the education of a Virginia boy has been directed to specific practical ends. The differentiations that now separate our students into academic, commercial, scientific and practical, was never made in Virginia until the twentieth century. All formal education was directed to the end of making the student a man of sound knowledge and high ideals and toward developing in him the principles of right thinking and noble conduct.

## INSTITUTE OF THE SOUTH

(Continued From First Page.)

not only imparts useful general and special knowledge, but develops and strengthens it also in those stern but essential attributes of successful living: self-reliance, self-respect, punctuality, habits of obedience, respect for authority and the power to command; to the other this system gives vigor of muscle and richness of blood, the ability to undergo labor and to withstand fatigue. Both together go far to make the rounded man, ready to take his place with dignity and to win his way with success in the broad field of activity which is called life.

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JULIAN A. BURRUS, President.

## STATE UNIVERSITY FOLLOWS PLANS OF ITS FOUNDER

(Continued From First Page.)

the time heretofore required for taking either the B. A. or B. S. degree. Year by year this feature is appealing more and more to college students, and from all indications it would be safe to say that there will be a much larger number this session of this class of students than ever before.

The third great need that the summer school is fulfilling is that of the whole South, the need for a socialized school which while offering necessary academic preparation provides at the same time courses of study which are most distinctly vocational, to prepare young men and women for the duties of life after they shall have left school.

This splendid vocational training finds its best expression in farm demonstration work, canning clubs, school fairs and the like. And in manual training, domestic science, agriculture, and practical sanitation, the university is carrying out the belief of the Germans that whatever we would wish to see coming out of the life of a nation we must put first in the schools.

But it is not enough for us to provide merely for the material needs of the hundreds of women who during June and July frequent the classic shades of the university, the spiritual needs are looked after in the fourth place by the truly splendid musical festival that has been arranged, and which will be treated in another paper.

Rural Life Conference.

The fifth of the ways in which the summer school is seeking to render service is the Rural Life Conference lasting several days during which valuable papers on pressing problems are read by experts in their individual fields. Men and women of the ranks in the ranks now growing so rapidly of those who are seeking to make the conditions on the farm more attractive and healthy and fuller and richer in the better things of life.

These new departures are even now bearing rich fruit, but the harvest, though rich, is but an earnest of what is bound to come in the near future. The teachers of a State are a conservative class, and the great mass of them do not rapidly change their views. Many of them who entered upon school work without this special training will continue in active and useful service for some time to come, but they will inevitably sooner or later be succeeded by men more adequately trained. It is this thing that the summer school is doing. It has been and must continue to be the effective agency for the introduction of rural life and vocational subjects and the vitalizing of the state in no other institutions, except the Virginia schools with comparatively few students, are these subjects taught.

As it is, however, thanks to the summer school, there are going out from the university each year, hundreds of teachers, carrying with them an education which will enable them to use in the school room and with their interest re-awakened and vitalized in a new enthusiasm for increased efficiency in their chosen profession.

The vocational courses are certainly accomplishing positive and speedy results, but when we take into consideration the work and the sterling quality of the courses themselves it could hardly be otherwise.

Strong courses in agriculture.

In the essential work of agriculture, for example, there is given work that genuine value, not only in the sense that head the summer school offers six courses, general agriculture, horticulture, animal husbandry, animal nutrition and crop production, elementary agriculture and nature study, and each of these which are well known, have been extremely popular with the summer school workers. In almost every course, whatever it may be, there is a department provided for emphasizing its particular value in vocational work and in the department adapted to the needs of everyday life. In the department of chemistry, for instance, there is offered, in addition to the regular work, a course in household chemistry, which takes up the chemistry of air, food and the processes that go on in the home. This course has two hours of fascinating laboratory work per day, attached to it where the student may learn first hand the reactions sometimes so vague and hard to grasp on paper. Domestic Economy Emphasizes scientific work.

In the unusually strong offerings this year in the department of domestic economy, the work is stressed in the direction of purposive service. The courses take up the study of foods, home management, sewing and study of textiles, advanced home management, advanced sewing and other work of this sort. Strong courses in drawing are also offered.

A complete course in education is offered, giving work in any division of the development of this essential science. Hygiene and sanitation adapted to the needs of teachers, will take up work in food and dietetics, household drugs on the human body, bacteriological decomposition of soil, air and water, and other vital points, while the most distinctively valuable work in the vocational department is that offered in splendid and comprehensive school of manual training, giving six complete courses in all departments of this newly developed branch.

And so the work continues. On every side the hand is stretched out to bridge the gap that separates the active service from the theoretical, and the University of Virginia and the State are very happily united at last in a union whose keynote is service in the army of better things.

## The Jefferson School For Boys

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University instructors prepare boys for university. Tutorial system of individual instruction. Board and day pupils. Address E. Reinhold Rogers, M. A., Ph. D. (University of Va.), Headmaster.